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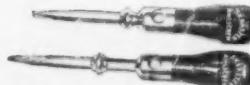
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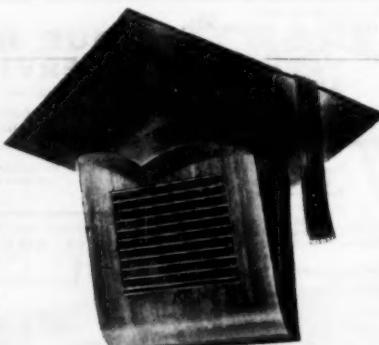
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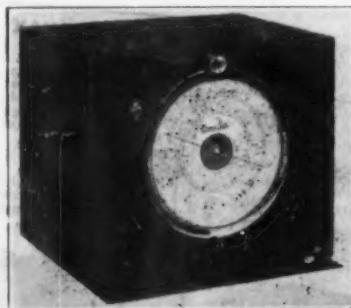


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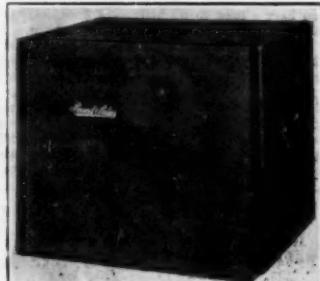
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# SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,302. VOL. CXLIII.

SEPTEMBER, 1950

## A Teacher Looks at Burnham

BY GORDON MILLINGTON

There is no doubt that when the Burnham Committees were first established in 1918 the system of salary negotiations thereby set up represented a big improvement on the chaotic conditions which had hitherto prevailed, and that the combination of the two committees in 1944 also enabled the constitution of the new body to reflect more accurately the prevailing educational climate. Many teachers are to-day asking themselves whether the 1944 reforms ought not to be carried further, and are concerned particularly with the dual questions of whether the teachers panel is truly representative and how far the Committee as a whole is genuinely free to recommend scales in accordance with what seems necessary to them. The Minister affirms that the state of affairs existing is in both respects satisfactory, but many educationists feel unable to accept his assurances. That their concern is not ill-founded, I shall attempt to show.

Three professional bodies are at present seeking representation on the teachers' panel; they are the National Association of Head Teachers, whose members may mostly be presumed to have indirect representation by virtue of their membership of other bodies, the National Union of Women Teachers and the National Association of Schoolmasters. No members of the two latter are in any way represented, since none of their members belong also to the National Union of Teachers, which has sixteen out of the twenty-six seats on the teachers' panel. The remaining ten are divided between the Joint Four, which at the time of the 1944 Act represented together only 20,000 teachers, and the technical teachers, who then numbered about 4,000. This works out at one seat per 2,400 teachers represented, and the N.U.T. representation, on the basis of their then membership of 150,000, averages one seat per 10,000. It took four times as many "elementary" teachers to secure one seat as "secondary" teachers.

In the civil service machinery there is a definite rule that any organization with a membership exceeding 40 per cent. of the workers in a particular type of service is eligible for representation; it may not be a just rule, but at least it is a ruling. It is, however, a virtual impossibility to deduce from the practice of allocating Burnham representation what the principle behind it has been. Certainly numerical strength has not been the

deciding factor. The N.U.W.T. never published its membership figures, a fact which is in itself significant, and the N.A.H.T. is not wholly excluded from individual, if not collective, representation. Therefore, as a basis for deduction, let us consider the N.A.S. case simply in the light of democratic principles.

At the time the revised committee was set up, the N.A.S. had 10,000 members, sufficient to warrant one seat if the N.U.T. basis were taken, or four on the numerical basis of the other ten seats. They received none, however, "because" as Mr. Pannell, M.P., said recently in the House, "the National Union of Teachers refused to take part in negotiations with them." It is difficult to understand on what democratic principle such a refusal can be based. There is not, I am given to understand, total agreement between all Members of Parliament, but this does not prevent them from negotiating with each other, and with their masters, the electorate.

If representation, as it would appear, is not based on the democratic counting of heads, then on what principle is it at present based? What authority have the present delegates to the Committee to speak for anyone other than themselves if not a democratic authority? The question of the rightness or otherwise of the principles for which those bodies who are not represented stand is not in the present context relevant; the only point at issue is whether it is just that the N.U.T. should, apparently, have the power of preventing the expression in the body which determines the salaries of all teachers of minority views with which they are not in agreement.

In a democracy there can be only one answer to that question, and the obvious necessity is that the principles upon which representation on the teachers' panel is granted should be clearly defined. If it can be shown that, for instance, the 15,000 men of the N.A.S. deserve their present disenfranchisement, well and good. But if not, then they and the other bodies who have made application, ought to be represented in proportion to their membership. They have put their cases reasonably, and they are entitled to a reasoned answer.

We come now to the question of how far the Burnham Committee is at present free to recommend any scale of salaries it thinks suitable, as is its statutory duty. Minutes 330, 331 and 333 of the N.U.T.'s evidence

before the Royal Commission on Equal Pay throw some interesting light on this question, which has been brought into subsequent prominence by the 1949 Burnham Statement that a salary increase was called for and yet could not be recommended. In Parliament, the Minister has consistently refused to accept any responsibility for the determination of teachers' salaries, saying that it was entirely an affair for the Burnham Committee, and assuring questioners that this Committee was free to recommend any scale it thought fit. Speaking of the equal pay question, a member of the Royal Commission asked Sir Frederick Mander whether the question could be settled by free negotiation in Burnham, or whether this was impossible "because of the tie-up to the general structure of the country." Sir Frederick admitted that negotiation was not free; it was influenced and, in fact, blocked by the latter consideration. He thought, however, that this was the only issue which was blocked. That was in 1945; in 1949 he was proved wrong. Miss Nettlefold then asked the N.U.T. representatives whether the question of salary levels was not affected by the extent to which the Government would grant their share of the financial burden. They admitted that this was "certainly in the background."

In other words, if the Authorities' Panel agreed to recommend scales in excess of what the Government were prepared to approve, they would not get a proportionate grant from the Treasury; the man who really determined the attitude of the 1949 Burnham Statement was Sir Stafford Cripps. The puppets

struggled and one of them came to life, but the unseen hand directing them prevailed in the end by one powerful jerk of the purse-strings.

Let there be no mistake about it—the present Burnham Committee no longer enjoys the confidence of the profession. For twelve months it has pursued its shrouded peregrinations, and teachers are now almost the only section of society who have received nothing to offset the 25 per cent. rise in the cost of living since 1945, and little to counterbalance the 90 per cent. rise since 1939. Their very moderation and sense of social responsibility has been used as an argument for denying them bare justice; is the Butler Act to go the way of its predecessors and are we once more repeating in this limited field our national habit of "too little and too late?" Many teachers fear so.

### Economic Determination and Education

Addressing the opening meeting of the education section of the British Association at Birmingham, on "Economic Determination and Education," Mr. Robert Birley first referred to his experiences in Germany, where he said, most of the students at the universities were obsessed by one of two ideas. The first was the attitude of the defensive crusade, the belief that the only way now left to a man to express himself worthily was to die in defence of his culture. The second attitude was that of an ill-defined, and often hardly conscious belief in economic determinism—that all political and cultural questions were settled by economic forces over which man had no real control. Only the latter point of view was prevalent in this country, and was probably the view of the majority of students in the universities.

Pointing out that belief in Communist determinism in the sense that the ultimate explanation of all such human manifestations as political institutions, law and moral standards, art and religion, was to be found in man's economic development. Mr. Birley suggested three ways of dealing with the problem. First, he did not see that there was any answer to a belief in economic determinism, except in an idealist view of existence. Economic determinism in itself attached no meaning to history, though Communist variations most certainly did. The real strength of Communism seemed to depend on the fact that it restored a meaning to history.

The right approach to the study of history was our most important immediate educational problem. We had a duty to teach the moral lesson of history, and we had to stress the fact that man had a conscience which could be stirred, and a will which could be persuaded to act. It was our duty to set before the pupils what was great and inspiring.

The supreme betrayal of our educational ideals was the book or the lesson in the class room which had no ideals, no contact with the noble.

Finally, we had to restore the ideal of social utility to humanist education. We had to recognize the danger that an education which sought to work through the medium of great ideas and great literature might easily become merely academic. The solution was to be found only through a change in our methods of teaching—through the conception of a sense of social obligation and a social consciousness in the teacher.



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## Parents' Rights over Choice of Schools

### Ministry's Advice to Local Education Authorities.

The Minister of Education last month issued to local education authorities general guidance on the extent to which, in his view, the wishes of parents should be taken into account by authorities in deciding which day schools their children should attend.

The Minister's views are given in the first of a new series of publications called "Manuals of Guidance," the main purpose of which will be to set out the principles to be observed in dealing with cases affecting the rights of the individual.

The first Manual,\* deals with the practical application of Section 76 of the Education Act, 1944, which states that "... so far as is compatible with the provision of efficient instruction and training and the avoidance of unreasonable expenditure, pupils are to be educated in accordance with the wishes of their parents."

The Manual includes guidance on the provision of transport and the payment of fees at independent day schools; it does not cover boarding schools, nor handicapped children attending special schools. It points out that Section 76 does not confer on parents complete freedom of choice, but there is no reason why parents should not send their children to a school other than the nearest if they wish to do so, provided the conditions of the Section are satisfied. In the present circumstances particular weight has to be attached to the avoidance of unreasonable expenditure.

The following are some of the relevant factors which have to be balanced against each other before a decision is reached:

1. In considering parents' wishes for choosing an alternative school, it is suggested that religious preference and educational needs form the strongest grounds of choice but other grounds for choice are also listed.

2. On the question of efficient instruction and training it is pointed out that this cannot be given if the school of the parents' choice (or the class in which the child would enter) is full. Also, if the child has to travel too far to school, he will not be able to profit from the lessons when he gets there.

3. In the Minister's view unreasonable public expenditure would be incurred if the authority has to pay unduly heavy transport charges, take up free places at independent schools when the requisite educational facilities are available in grant-aided schools, or pay fees at unsuitable independent schools.

### Independent School Fees.

The only circumstances in which authorities should pay the full tuition fees at independent schools without regard to parents' means is where suitable education cannot be provided under the public system. Where this can be provided parents have no right to free places or to a fixed subsidy at schools outside the public system; but in suitable cases authorities may help with the payment of fees to prevent hardship.

\*Manual of Guidance No. 1: H.M. Stationery Office, Price 3d. net.

### Transport.

Where transport has to be provided to enable children to attend schools of a parent's choice authorities should, in general, limit their liabilities to journeys not exceeding five or six miles for primary and all-age schools. For secondary modern schools the limit should be the radius of the area served by the school or ten miles, whichever is the less. For other types of schools the journeys should be considered on their merits. Door to door journeys taking longer than three-quarters of an hour for primary and one and a quarter hours for secondary pupils would not be regarded as reasonable. Where the only objection to a parent's choice is the cost of transport and the parent is willing to pay this, the authority could agree.

Authorities also have power to assist wholly or in part in meeting the travelling expenses of particular pupils for whom they have no duty to provide free transport, and the same principles as are applicable to assistance with independent school fees should guide the use of this power as a means of furthering parental choice of school.

Authorities are invited to let the Ministry know how they select children for the different types of secondary schools. They will be asked later to say what arrangements they have made to help with fees at independent schools.

**Smethwick Education Committee** are to continue the practice of submitting all children entering junior schools to an intelligence test at the age of seven plus. The work is carried out by a panel of teachers.



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## National Association of Divisional Executives for Education

The fourth annual conference of the National Association of Divisional Executives will be held from the 26th to 29th of this month at Cheltenham, opening with a reception by the President (Alderman E. C. Redhead, J.P.) at the Town Hall.

On Wednesday, September 27th, the first business will be the installation of the President for 1950-51, Alderman E. R. Hinchcliffe, of Brighouse.

The guest speaker at the first conference session is Mr. J. F. Wolfenden, C.B.E., M.A., the Vice-Chancellor of the University of Reading.

In the afternoon the annual report of the Executive Committee will be submitted and in connection therewith, the Secretary will present statements on the negotiations which have taken place during the year concerning the position of divisional executive administration in various areas and on the question of publicity.

This will be followed by a discussion on "The Content, Purpose and Organization of the Service of Youth," based on a memorandum submitted by the Executive. The discussion will be introduced by Mr. J. H. Slatcher, M.B.E. (Lowestoft) and Ald. Mrs. J. Hammond, O.B.E. (Leyton), and the proposal is that a statement be sent to the Minister advocating the establishment of a working party on this matter.

The concluding paragraph of the Memorandum states that educationists generally are agreed that no substantial improvement in the youth service can be obtained without increasing the number of youth leaders and raising their salaries and status considerably, nor can the service be fully effective in the make-shift premises which at present have to be used both for voluntary and maintained clubs. But it is suggested that the very great increase in expenditure this would involve would not of itself deal with the basic problems which arise it is felt from a lack of certainty as to the real purpose and content of the service.

The first subject for discussion at the third conference session will be that of "The Place of Technical Subjects within the Secondary School System," to be introduced by Mr. J. L. Smith, O.B.E. (Medway) and Ald. J. H. Knaggs (Twickenham), when consideration will be given to the extent to which technical subjects should be introduced into the curriculum of the secondary schools of various types with the object of providing the individual child with a sense of reality and purpose in its educational development against the background of a liberal education.

This will be followed by a discussion introduced by County Councillor Llewellyn Heycock (Port Talbot) and Dr. J. Ewart Smart, O.B.E. (Acton) on "The Report on the Child and the Cinema."

The main subject for the fourth session is "Administration and Personality," a consideration of the principle that services which affect intimately the personal lives of individuals ought to find an administrative focus in a local community. The application of this principle to education as an essentially human service in which efficiency is to be measured primarily by the suitability and adequacy of the education available for each individual pupil. The discussion, which will be based upon the memorandum submitted in the Report of the Executive,

will be introduced, on behalf of the Executive, by Alderman E. C. Redhead (Walthamstow), and Dr. L. F. W. White (Gosport).

Following this the integration of Evening School Education, Cultural Courses for adult students and Community Centres in a comprehensive service of Further Education, will be considered under the heading of "The Provision of Facilities for Further Education," the speakers being Mr. Evan Davies (Neath) and Mr. J. Tillett (Forest, Essex).

The concluding session, on Friday, September 29th, will be devoted to "The Place of the Primary School in the English Educational System," when addresses will be given by Dr. C. M. Fleming, M.A., Ed.B., F.B.Ps.S., Reader in Education, University of London, Institute of Education, and Dr. A. G. Hughes, Chief Inspector, London County Council. A discussion on Primary School Education will follow, to be opened by Dr. H. J. Larcombe (Mid-Somerset), and Mr. J. Compton (Ealing).

Between the discussions the Conference will consider various resolutions submitted by member executives dealing with the following subjects: Size of classes, expenses of members of governing bodies, posts of special responsibility, teachers' salaries, equal pay, representation of teachers on divisional executives, discontinuance of divisional executives, withdrawal of pupils from grammar schools, use of schools for election purposes, courses for emergency trained teachers, pupils' travelling facilities and appointment of P.T. teachers.

## Government Aid for West African Colleges

An announcement by Mr. Griffiths, Secretary for the Colonies, states that a further £1,700,000 from money voted under the Colonial Development and Welfare Act, 1945, is to be contributed towards the costs of establishing new colonial colleges of arts, science and technology in Nigeria and the Gold Coast, of constructing the University College in the Gold Coast, and of extending Fourah Bay College in Sierra Leone.

Nigeria will receive £500,000 for capital expenditure on its new College of Arts, Science and Technology, besides the amounts already allocated for the University College at Ibadan. The contribution towards the capital cost of the University College and of the proposed Colonial College of Arts, Science and Technology in the Gold Coast will be £750,000. The Cocoa Marketing Board has already contributed a substantial sum towards the University College.

The reconstituted Fourah Bay College in Sierra Leone, which will provide teacher training and other courses to give a broader base to higher education, will receive £450,000.

Both the Nigerian and Gold Coast university colleges have conducted courses in temporary buildings since 1947. Permanent construction is already in progress at Ibadan, Nigeria, and it is hoped to start soon the first permanent buildings for the Gold Coast University College.

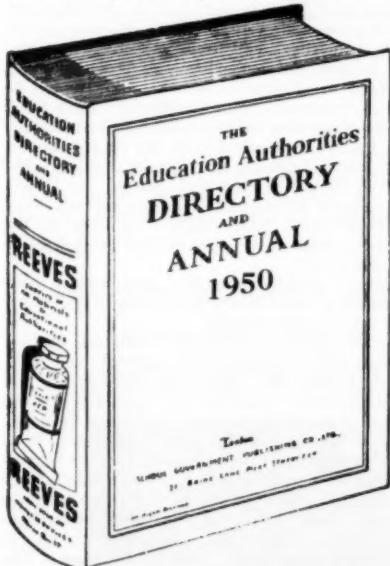
The new colleges of arts, science and technology will provide higher technical education in subjects such as agriculture, engineering, and social science. There will be openings for both women and men and each college will have a teacher training wing.

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## Pre-Nursing Courses

### What has been achieved in West Sussex An Experimental Course and how it has developed

At the beginning of the 1939-1945 War, when the scarcity of trainees for the nursing profession became so great, the Ministry of Education, Ministry of Health and General Nursing Council of England and Wales combined to consider arrangements for the continued education of potential recruits about to leave school, since if they left and entered other employment, they would probably be lost to the nursing profession. Circulars were issued by the Ministry of Education in 1942 and 1943, and in West Sussex courses were set up at the three grammar schools. A Sister-Tutor was appointed and the girls were admitted from the secondary modern and all-age schools as late entrants to the grammar schools especially for the pre-nursing course. This, however, did not satisfy the demand, as not enough places were available and there was, therefore, still a very great wastage of potential recruits.

In 1946 and 1947, conferences were held with representatives of the local hospitals, His Majesty's Inspectors and head teachers of secondary modern schools, as a result of which it was decided to establish an experimental course at the County Secondary Modern School for Girls, Littlehampton. A group of girls who wished to take up nursing had previously been run at this school, but the course had never been very satisfactory since girls left at fifteen and were, therefore, not able to take any examination in connection with nursing. By the new arrangements girls would remain at school until, at seventeen years of age, they would be able to take Part I of the Preliminary examination of the General Nursing Council.

It was agreed that an interviewing panel should be set up to interview applicants. Girls from any school in the County would be eligible, and it was later agreed that their travelling expenses would be paid and that a maintenance grant would be available on a means test.

The first course opened in 1947 and thirty-two girls applied for admission; twenty-seven were accepted but, during the year, for various reasons such as health, financial trouble and inability to cope with the work, fifteen girls withdrew. A Sister-Tutor now shared her time between the three grammar schools and Littlehampton, travelling from one to another to give the necessary time required by the Nursing Council.

In 1948, thirty-four girls were interviewed and twenty-eight were accepted. Of these, only seven withdrew. In 1949, fifty-six girls applied; forty were accepted—the maximum number. Only about four of these girls have withdrawn, pointing to the fact that, as the course becomes better known, there is a wider choice of candidate and it is more likely that the right type of girl will be selected.

During 1948 it became obvious that some of the girls were handicapped because of the long journeys which had to be made to and from Littlehampton, and it was decided to board girls with long and difficult journeys. It was possible to do this for a time as the numbers were

not great, but when the number being boarded reached twenty, many difficulties were created. Finding accommodation, particularly in the summer, was not easy and supervision in out-of-school hours was almost impossible. It therefore became necessary to consider the provision of a Hostel where the girls could be accommodated from Monday to Friday of each week. A house bought in June of this year, is now in process of being adapted and furnished and it is hoped that it will be ready this month. A Sister-Tutor and Housekeeper will look after the girls.

This year has necessitated further development because seventy-one girls applied for admission to the course and as the maximum number at Littlehampton is forty, a decision had to be taken as to whether this number should be adhered to or whether it would be possible to start another group elsewhere. After much investigation it was decided that if a sufficient number of the girls proved to be suitable for the course another small group might be started at the Lancastrian Girls' School in Chichester; that this should be closely integrated with the Littlehampton Course and that they would have the same Sister-Tutor. In view of the standard of the applicants, a pre-nursing group will be formed at Chichester.

The course at Littlehampton has now been running for three complete years and it is possible to give some details of how it is developing.

The girls are admitted at the age of fourteen, and for the first year they continue their general education, having contact with the Sister-Tutor during only two half hours each week. After the first year, the syllabus is arranged to include Anatomy, Physiology, Hygiene, Elementary Physics, Chemistry and Biology. With other subjects, the work is planned to have some bearing on a training for a nursing career, for example, simple dietetics are taught in Domestic Science; the preparation of invalid food; trays, etc. In Arithmetic a high standard of accuracy in weights and measures, etc., is the aim, while English receives special attention. The girls play their part in the school community, being in games-teams, singing in the choir and taking part in dramatics, and entertaining, etc. Visits to various places of special interest are arranged: to hospitals, clinics, refuse disposal units and gasworks, etc. This year some of the girls are spending part of the holidays at a Harvest Camp, and another party is visiting Switzerland.

Though this scheme is still in its infancy, all those who have met the girls during their course, have seen their work and discussed their progress with the Headmistress, the Sister-Tutor and other members of the staff, are convinced that a worth-while aim is in process of realisation; that when the girls take their examination and begin their training they promise to be a most welcome asset to the nursing profession and to those entrusted to their care.

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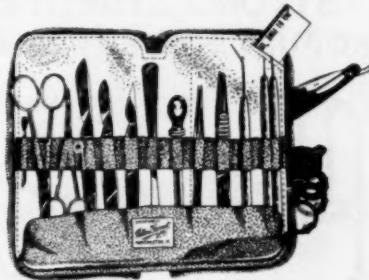


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**Mr. William G. Lewis** as principal of Warrington Technical College.

**Mr. D. C. Spencer, D.F.M., M.A.**, as Inspector of African Schools in Tanganyika.

**Mr. Frank Ayres, M.Sc.**, as Divisional Education Officer for the Scunthorpe (Lincolnshire) area.

**Professor H. R. Pitt**, as professor of Pure Mathematics, at Nottingham University.

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## Schools in France

BY B. S. TOWNROE, M.A., J.P., D.L.

(Secretary General, Franco-British Society).

A report on the critical situation of school buildings in France has just been issued by the President of the Council. This gives details of the very large number of schools which, owing to age, lack of proper maintenance and war destruction, are quite unsuitable for educational needs.

There are, of course, very few schools in France which are not State-aided. Almost all school buildings belong to the State or to the Departments or to Communes. State buildings include the various centres for the teaching of medicine, chemistry, biology, oriental languages, natural history and other subjects in Paris, Rennes, Strasbourg, Montpellier, and in fact in all the French Universities. The State is also responsible for the majority of the "Lycées" and the technical colleges. More than 74,000 primary schools, 500 colleges and several hundred technical schools belong legally to the local authorities. In fact, the administration of the buildings is mainly centralized in Paris, and each Prefect has to work closely with the Ministry of National Education.

Nevertheless, in France as in this country, the indifference in some centres of members of committees, and a general unwillingness on the part of certain sections of the community to vote money for school buildings are obstacles to progress in the reconstruction programme.

The facts are as follow. There are in France 17 Universities, 230 Institutes, 222 Lycées, and 897 Colleges devoted to classical or modern education; 23 Technical Colleges and 905 centres for teaching apprentices. In these centres there are over 30,000 professors or teachers, and about 800,000 pupils. There are 72,000 Primary Schools or centres for the teaching of children under the age of fourteen, served by 162,000 teachers, and attended by 4,200,000 pupils. In addition, there are 3,500 special schools where 333,000 girls are taught the duties of motherhood and domestic science. In every category there is a shortage of suitable buildings and gross overcrowding.

This is partly accounted for by war destruction. The whole of the University of Caen, for example, was razed to the ground, and at least 5,000 schools were completely destroyed. Temporary repairs have been carried out but lack of labour, materials and above all of money, have delayed permanent reconstruction.

According to the words of the Minister of National Education, a large number of French schools are "veritable slums." An analysis of reports of inspectors on these slum schools would shock the average British teacher. For in spite of antiquated schools, especially in rural districts, some attempt at any rate is made in the British Isles to provide for sanitary needs. But in the south of France hundreds of schools have no lavatories of any kind. The Rector of the University of Aix describes how at Ajaccio in Corsica, at the time of the break for recreation, 450 children are given the signal by their masters to go out to the rocks, and not to commit any offence close to the Palace of Justice or the Prison or the Police Station. Neither in the school nor in that quarter of the town are there conveniences of any kind.

This deplorable state of affairs is not confined to the Primary Schools. According to M. Monod, Director of Teaching, a large number of French colleges still exist within walls built in the seventeenth century, and these old convents, hospitals and barracks cannot be adapted to modern needs.

The official report gives a number of figures to show that the problem is becoming more difficult to solve owing to the rapidly increasing birth rate in France. Last year the number of children attending schools in France was 4,908,000. It is estimated that by 1956 the number will have increased to 5,724,000 and by 1959 to 6,241,000. This surplus of pupils has already resulted in numerous classes with over fifty pupils, and bad conditions of ventilation. The report states that many parents are sending their children to schools where fees are charged, and that the number of private schools providing for such needs are a blow to the whole principle of free education. Such schools are also regarded as a proof of the failure of the principle of removal from clerical control—a principle ingrained in the temperament of many Frenchmen.

The official report blames the lack of progress partly on the considerable amount of destruction caused by bombs and shells during the war. But fundamentally the failure is attributed to the mentality of certain municipalities and of social prejudices. In some cases for political reasons inertia in spending money on school buildings becomes active hostility. Especially in rural districts the peasants with their prudence and thrift

oppose all schemes put forward by enthusiasts for education.

Careful plans have been drawn up in Paris both for rebuilding and equipping new colleges and schools and bringing old buildings up to date. It is admitted that the task is immense, and that the handicaps due to lack of labour and materials are considerable. Nevertheless, the work of reconstruction has started, as visitors to France this year will see. There have already been completed about 100 educational establishments, admirably designed by French architects in consultation with the Education Authorities. These are called in the report "School Palaces." The main force of the present campaign is being directed against the "School Slums."

### To Succeed Sir William Cleary

Mr. George Tomlinson, the Minister of Education, with the approval of the Prime Minister, has appointed Mr. G. N. Flemming, Under Secretary, to be Deputy Secretary on the retirement of Sir William Cleary on 30th November, 1950. Mr. Flemming joined the Ministry in 1921 and has been in charge of Teachers Branch since 1943.

Sir Griffith Williams will take over from the 30th November the responsibilities at present undertaken by Sir William Cleary, and Mr. Flemming those at present undertaken by Sir Griffith Williams.

Mr. Miles Davies will be promoted Under Secretary and will take charge of Teachers Branch with effect from 1st December, 1950.

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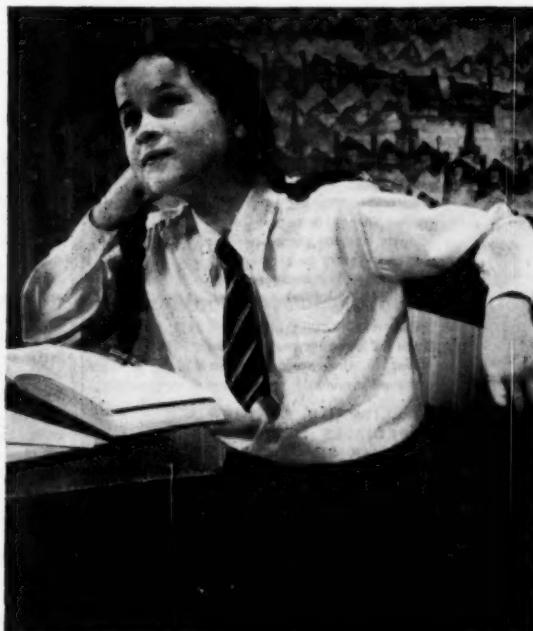
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## Distribution of Films to Schools

The Minister of Education has informed all local education authorities in an administrative memorandum that he is anxious that, so far as circumstances allow, there should be a progressive development of the use of visual aids in education, and he has therefore circulated copies of the Report on the Distributions of Films to Schools, presented to the annual meeting of the Association of Education Committees.

In doing so he states that the schemes suggested in this report, appear to him well worth consideration by all local education authorities.

## Associated Board Medallists

In the Examinations in Music held by the Associated Board of the Royal Schools of Music throughout Britain and Ireland in June/July, 1950, the following candidates, who were awarded the highest and second highest Distinction marks in the three highest grades of the Practical examinations, are declared Gold and Silver medallists.

Grade VIII (Final). Gold: David R. Ouvry, Bournemouth. Silver: J. Mansell Squire, Swansea.

Grade VII (Advanced). Gold: Norman Ellis, Sheffield. Silver: J. Colin Bradbury, Blackpool.

Grade VI (Intermediate). Gold: Robin, J. F. Proctor, Bournemouth. Silver: George Blaney, Glasgow.

In the examinations in Speech and Drama Joy H. Oliver, Sheffield, who gained the highest marks in Grade VI, is declared a Silver Medallist.

## S.G.C. FORUM

*Correspondence on any phase of education and its administration is invited for this column, but all letters must be authenticated by the signature of the writer, though a nom de guerre may be used for the purposes of publication. The inclusion of a letter, however, does not necessarily imply that the Editor agrees with all the statements made.*

### The Education Act and Dual Control

To the Editor of THE SCHOOL GOVERNMENT CHRONICLE.  
Sir.—I should like to comment on the article "The Education Act and Dual Control" by F. A. Bristow, with regard to his remarks about "Controlled" schools.

In my view the question of the rights of parents to have their children educated in the religious principles in which they believe has become inextricably interlocked with the question of dual control and yet the two things are not the same. Many of us believe that the rights of parents in the matter of denominational instruction are not receiving the consideration to which they are entitled but that does not make us adherents to the policy of dual control. The experiment of the "Controlled" school might have been, if sympathetically handled, a valuable contribution to the solution of the religious problem; unfortunately, however, the experiment is hampered by all kinds of regulations and I venture to say that what is required is not the abolition of the "Controlled" school but the extension of the principle to allow Authorities to make provision for denominational instruction whilst retaining the control of the schools in their own hands.

I am,  
Yours faithfully,  
F. E. HARRISON.

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### "Free Activity"

To the Editor of THE SCHOOL GOVERNMENT CHRONICLE.  
Sir.—As a member of an Education Authority—I have watched for some time the development of the "Free Activity" technique in our schools and am beginning to wonder where all this is leading us.

While agreeing that the old three R's formula needed some brightening up one gets a little concerned to be told that the teaching of the alphabet to young children is old fashioned and is today not considered necessary or educationally the correct method.

I find upon enquiry of teachers that among them also there is wide differences of opinion and some little doubt on this subject of free activity. Some H.M.I.'s appear to be making a special feature of it in their consultations with school heads, and I am wondering, particularly in view of the statements frequently being made about the failure of many adolescent boys and girls to measure up to a reasonable standard in the elementaries of education, whether, before we are committed to a wholesale adoption of free activity throughout the junior school, the time has not come for some serious consideration of this matter.

I should be interested to read the views of other readers of your journal on this question.

Yours faithfully,  
"SCHOOL MANAGER."

\* \* The EDITOR will be pleased to receive and print the views of readers on this subject.

## British Education in Argentina

BY ALEC ROSS.

There are in Argentina various schools founded, developed and run by British people who have settled there. The majority of these are situated in or about Buenos Aires, as it is in the Capital city that greatest number of the British residents live. Some of these establishments are run as day-schools, others on the lines of grammar schools, and the most important as public schools. Of these last, St. George's College is the best example, being the largest British Public School in South America and the one which follows closest to the methods and traditions of the Public Schools in Britain.

The boys who attend St. George's are all boarders, and are of British descent, having been brought up speaking both English and Spanish. The former with their parents and friends, and the latter learned naturally in a country where the language is Spanish. They receive the obligatory Argentine primary education, but at these English schools the pupils get the benefit of the British primary education simultaneously.

When it comes to the secondary stages they can choose which they would rather follow: the British course through School Certificate and Higher School Certificate on to University, or the Argentine equivalent which qualifies them for University in that country. They obviously make their decisions according to their plans concerning their future work, residence, etc.

Nevertheless, whichever road they choose to follow, the boys will always receive a high standard of the other education as well. This is quite easily done in an establishment such as I am describing, where all the pupils are boarders, the curriculum being designed in order to cope with them both.

St. George's has a large percentage of pupils from other South American countries, but this presents few difficulties. These boys too are sons of British residents, and, as excepting Brazil, Spanish is the tongue spoken throughout South America, they are in the same position as the Anglo-Argentines.

This Public School is divided into three sections for the boys of varying ages: Preparatory and Junior Schools for the boys up to eleven and between eleven and fourteen years of age respectively, after which they pass into the College proper, where they usually finish their schooling at about eighteen or nineteen years of age.

The school is divided into four Houses, each with its Captain. These four and the Captain of the School form the Prefectorial Body. As in England, they have studies and are allotted certain privileges, and in turn, with the aid of their sub-prefects, are in charge of their houses and the school.

A great deal of time is dedicated to Sport; in fact from 2.30 to 5.0 p.m. daily. In this way the pupils become proficient in one or various games, play them regularly and often, and so develop into strong, healthy sportsmen as well as scholars.

The greatest in this line to have emerged from St. George's College was W. B. Holmes. Holmes, on leaving in 1946 went to Cambridge, where he got his Rugger Blue in 1947 and 1948, and played full-back for England in the latter year.

Cricket and Rugger are the main sports, though Athletics, Tennis, Swimming, Boxing, Hockey and

Shooting are also practised, to name the most important ones.

Cricket or Rugger matches are held every week-end between the College team and a visiting one, depending on the season. Inter-school athletic and swimming tournaments are also held, against the other British Schools on one occasion, and versus the Argentine Colleges on another.

The other boys' schools are run on similar lines, though none approach the British Public School system as much as St. George's. Apart from that, they all take day scholars as well as boarders, which does not permit them to achieve that close companionship and excellent teamwork which is born of people living together over any length of time.

On the girls' side there are two excellent schools, St. Hilda's College and Northlands School. These two again are run on the same lines as the girls' schools in England, with the same advantages as the boys' colleges, namely, that they educate their pupils in both languages.

They too cater for boarders, for it is imperative in a country of such vast distances to do so. This is the only capacity in which many of the pupils can attend, especially those who live in the interior of the country or come from elsewhere in South America. Northlands, though, takes day scholars as well, which raises their numbers considerably. They boast some 550 girls, whereas St. Hilda's are nearer the 300 mark.

Of the boys, St. George's is the only one which takes nothing but boarders as I have mentioned above, yet manages to cope with some 350. The other two largest and most important establishments, St. Andrew's Scots School and St. Alban's College take some 400 and 300 respectively.

These figures help give an idea of the number of children of British descent who live in the country. There are of course, numerous other Private Schools run on similar lines, and which, all told, a similar number of children attend. These schools are smaller editions of the ones already described, so I shall not go into details concerning them.

With an education such as this, all pupils on leaving find themselves in as good condition to enter a British University, or an Argentine one if they so choose, as those who have been educated in Britain or in one of the Argentine Colleges. In fact, they have a distinct advantage over them, for they leave knowing two languages perfectly.

### The Need for Scientific Education

Urging the need for general scientific education for non-science sixth-form pupils, Dr. Eric James, High Master of Manchester Grammar School, at the British Association meeting in Birmingham, said no education could be called complete today which did not include some acquaintance with science.

Another speaker suggested that a prize of £10,000 tax-free should be offered for the best book on the teaching of science. The selection to be by a committee of headmasters.

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The  
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No. 3302

SEPTEMBER, 1950

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## Month by Month

EFFECT has now been given to one of the **Manuals of Guidance**. Committee of the Local Government Manpower Committee. The Minister of Education has now issued the first of the proposed Manuals of Guidance, the subject being Choice of Schools. It will be remembered that the purpose of *Manual of Guidance*, Schools No. 1, and of such manuals as may follow is, as stated in the Introduction, "to lighten the burden on the staffs, both of the Ministry and of the local education authorities." It is not, however, easy to see how the guidance now given will, in general, ease the burden on local authorities' staffs. In some cases new demands will actually be made on those staffs as a result of guidance which takes the form of directions and instructions. Paragraphs 17, 18, 20 and 21 all make such demands, the necessity and even the validity of which is not in all respects quite clear. The Manual refers, in paragraph 27, to the *wide discretionary powers* given to local education authorities by Section 81 of the Education Act, 1944. In paragraphs 17, 18 and 19 the Minister, so far as he can legally do so in a Manual of Guidance, would narrow those discretionary powers. Paragraph 19 is particularly notable as, if it can be regarded as an operative direction to authorities it becomes in effect an amendment to Grant Regulations. The Manual is now, however, a statutory instrument and it is difficult to understand the statutory authority for the Minister's refusal to pay grant on "assistance given at flat rates without regard to the parents' income" in cases where that assistance does not add anything to public expenditure.

\* \* \* \*

As recently as June, Sir John Maud, who has signed the new Manual, told the Association of Education Committees, "there must be more freedom and more efficiency." Local Education Authorities wanted more freedom and it was the Minister's aim to further it! It remained, he said, for us to demonstrate with increasing clarity that it was possible to combine the freedom of parents and teachers with efficiency and economical use of public funds in one educational system. Sir John particularly stressed the importance of respecting the rights of parents. The new Manuals set forth "views on the administration" of certain sections of the Act. In this case it is Section 76 which, it is stated at the outset "does not confer on the parent complete freedom of choice." The exercise of his choice must be compatible with educational and financial considerations which are respectively educational and financial. The educational condition is that the parent's choice must be compatible with "the provision of efficient instruction and training." The financial condition is that it must be compatible with the avoidance of unreasonable public expenditure. It may regrettably be admitted that "in the present financial circumstances, particular weight must attach to the second of these conditions." Even so, the Act would seem clearly to require that both the Minister and the Authority should "have regard to the general principle that . . . pupils are to be educated in accordance with the wishes of their parents." It would seem, therefore, that the Minister is wrong in seeking to prohibit authorities from paying

independent school fees in whole or in part without the application of a means test except at "predetermined independent schools," where neither of the statutory conditions is violated. The Minister's action may also be questioned in financially penalising authorities which may give assistance (e.g., pay tuition fees) "at flat rates without regard to the parents income." If, in making such payments, no "unreasonable public expenditure," is incurred and, if "the provision of efficient instruction and training" is assured, on what statutory grounds does the Minister endeavour to restrict the freedom both of the authority and the parent. It has, for example, been agreed that for 1948-49 it cost £45 to educate a pupil in a maintained or assisted secondary school. It would seem to follow, therefore, that in the few cases concerned—and the Manual rightly assumes that "the great majority of parents will be content to send their children" to the school which serves their district—the authority might pay tuition fees, or part of them, well within that limit, for a child at an independent school without transgressing any statutory requirement. The application of means test in every such case would make labour and be contrary to the purpose of the Manpower Committee. It would also create injustice as between the child at an independent school and the direct-grant school child. It might also operate unfavourably towards parents of certain religious persuasions, for whom there might be no maintained, assisted or direct-grant school of their confession within travelling distance as prescribed in the Manual. An important principle is here at stake which applies to boarding as well as day schools. It is desirable that the Minister should neither be influenced nor seem to be influenced by considerations which are neither educational nor financial.

\* \* \* \*

**World Assembly of Youth.**

THE Second Annual Council Meeting of the World Assembly of Youth has a special interest to readers of these notes, for it was in these columns that the true character of the World Federation of Democratic Youth was first exposed. The World Assembly is in effect the reply of the youth of free countries to the challenge of the Communist-dominated World Federation. Unfortunately, it is not yet possible to say what real service the Assembly can render to those who support it and those it would help. It is in itself a happy and hopeful sign that delegates from some thirty countries can assemble, as they did in Istanbul last month, in freedom and friendship and for the promotion of those qualities and virtues among the peoples of the world. The Turkish Minister of Education opened the first public session, in the presence of the British Ambassador. The press of that city showed great interest in the proceedings and the Turkish Government and people were generous in their hospitality and co-operation. Wisely, the Council refrained from any peace resolutions or other attempted replies to current propaganda. As the Viet Nam delegate rightly stated "the achievements of the World Assembly of Youth will do more than resolutions to strengthen peace." The Council was greatly concerned to discover ways, other than talking, by which it might be of real practical help to the youth of member countries. A U.S.A. delegate was emphatic that the World Assembly must help young people to do more for themselves and that somehow it must be correlated with the work of the

United Nations Organization. The various proposals made revealed the needs, in some cases the clamant needs, of member countries. It would seem that the body with which the World Assembly might most appropriately be associated is Unesco. Those who remember the virtual extermination of Christians and Christianity in most of Turkey after the first World War, Turkey's long subjection to a powerful dictatorship and the restrictions on religious and other liberties still surviving in the Near East will hope that such Assemblies will make for the practice of real freedom and tolerance.

\* \* \* \*

**Co-Education.**

THE most interesting educational news to come from beyond the Iron Curtain relates to the practice of co-education at what we call the secondary stage. Practice even

more than theory in England, and far more definitely so in Scotland, has practically removed this matter from among the debatable questions in education. The Ministry of Education does not disapprove, but is ready to take as normal, the provision of secondary co-education. Local education authorities are rightly allowed differences of opinion and practice in the matter. Soviet Russia surprised the educational world when it reversed its own policy and, for largely non-educational reasons, required the segregation of the sexes in secondary education. In April the *Literaturnaya Gazeta* initiated what proved to be a remarkably free and lively discussion on the "burning question" of co-education. Later, teachers filled to overflowing the Lecture Hall at the Leningrad Teachers' Centre for a special debate on the

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article which had initiated the new movement. It is reported that every speaker, head teachers included, upheld co-education. The freedom with which this educational rebellion proceeded and the silence of the Soviet Minister of Education on the issue were not without significance. The Academy of Pedagogical Science and the Teachers' Gazette were criticized for their failure to raise the issue. Professor Kolbanorski, whose article was under discussion, claimed that the academic achievements in segregated schools were no greater than in co-educational schools. There was quite a Western and non-Communistic ring in some of the statements made. Instruction, it was said, is not the beginning and end-all of education. Several speakers pointed out that segregation had resulted in the mutual estrangement of boys and girls. Co-education had an important part to play in the upbringing of boys and girls, resulting in restraint towards each other, in an ennobling influence and in real friendship as part of a common collective solving of common problems. The correspondence which has continued in the Gazette has been overwhelming in its support of co-education. An outcome of this new campaign is typically Russian confession by the Academy of Pedagogical Science that its work has been justly and deservedly criticized and the promise of an official enquiry into the subject in the light of Soviet Russian experience.

\* \* \* \*

**Typical of the difficulties at present facing both County and County Borough Councils are reports recently published by Nottingham and Reading. Serious problems of infant school accommodation are**

only too general. With children entering school as they attain the age of five years, the heaviest pressure is felt in the summer term. At Nottingham a number of children in various parts of the city who reached the age of five in the 1949 summer term had to wait until the autumn term before they could be admitted to school. This year a similar position arose and some sixty children aged five before the end of May could not be admitted. Children aged five during June and July could not go to school last term. Fortunately, it is reported that the problem has not reached serious proportions and building projects will meet the most urgent needs. At Reading the authority can do no more than fulfil its statutory obligation by admitting children at the beginning of the term following their fifth birthday. Earlier admissions will have to cease as from this month. In some areas the problem is much more acute. It is, however, possible to exaggerate its seriousness. The character and content of infant education to-day are manifestly different from even a generation ago, so much so that the early commencement of compulsory education in England, compared with other countries, is less easy to justify on grounds of educational necessity.

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**Lancashire Education Committee** has approved in principle proposed extensions to the Royal Technical College, Salford, on two acres of land in Peel Park, at an estimated cost of £750,000 excluding furniture and equipment.

**At the request of** the Colonial Secretary leave of absence for not more than six weeks in October and November has been granted to Mr. N. G. Fisher, Chief Education Officer, to enable him to advise the Government of Hong Kong on their educational provision.

## Unesco and Korea

The Executive Board of Unesco unanimously decided on measures by which Unesco will within the framework of its competence give all possible aid and assistance to the action undertaken by the United Nations in Korea. The decision was contained in a resolution adopted by the Board which instructed the Director-General, Jaime Torres Bodet :

" To relieve the civilian population in Korea within the field of education, science and culture, by means of emergency relief and at the appropriate time by a reconstruction project."

and " To develop within the resources at his disposal, including the periodical publications of the Organization, the institution of the programme resolution concerning teaching about the United Nations and its specialist agencies, laying particular emphasis on the necessity for collective security, based on respect for law, with the aid of concrete examples and to this end to utilize appropriate documentations provided by the Solicitor General of the United Nations."

The resolution moreover appealed to the Government and National Commissions of Member States to participate to the extent of the means at their disposal in this action. It requested non-governmental organizations, which participate in the task of Unesco, men and women, whose activities are devoted to education, science, culture and information, and all those who wish to live in peace with their fellow men, to contribute to the work of Unesco in that spirit of liberty which characterises all of its actions with a view to reinforcing in the minds of men the intellectual and moral defences of peace through law which the United Nations are responsible for developing and safeguarding.

In implementation of the resolution the Board also authorized the Director-General by unanimous votes to carry out specific measures to provide assistance to the civilian population of Korea. These are :

" To send a mission to Korea, upon the request of the Secretary-General of the United Nations, to investigate the needs of the civilian population, in liaison with the Unified Command and the appropriate Organizations of the United Nations responsible for civilian relief ;

" To provide, upon request, educational supplies on an emergency basis ; and to prepare and launch a campaign among Member States, in co-operating with non-governmental organizations, for assistance to the Republic of Korea in the field of educational, scientific and cultural relief and reconstruction."

Three other measures were authorized with a view to providing, through education, a field of understanding of the principles of the United Nations' "actions for peace and security." These are :

" To prepare, in close and constant collaboration with the United Nations, both written and Audio-Visual Materials for use in schools, adult classes and universities, to produce and distribute to Member States in English, French and Spanish in sufficient quantities to enable Member States to adapt them to features on a large scale for their own purposes ; and to put at the disposal of the Secretary-General of the United Nations two specialists with instructions to co-operate with the United Nations Secretariat in order to assemble relevant documentations in connection with the United Nations action in Korea."

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### Work of British Council

The report of the British Council for the year 1949-50, shows that during this period the Council organized the studies of 3,419 people from overseas. The number dealt with individually rose to 907, but the proportion receiving any financial aid fell to less than a third. Of the remainder 2,108 attended short courses and 404 held scholarships or bursaries. As the Council is more and more reaching out to the artisan class bursaries increased. The major expansions in its work overseas was in the Colonies, and in India and Pakistan. In China the three centres continued without serious interruption after the Communist occupation, and in Nanking attendances increased.

The Council's library system, it is claimed, is now geographically the most extensive the world has yet seen. Its Book Review scheme obtained overseas 8,965 Press and Broadcast reviews of British books. Exchanges between British and overseas periodicals further rose to 3,136. Of the Council's brochures 357,000 copies in many languages were printed, mainly for use in its centres, but 85,000 were sold. Arrangements were made for the first Japanese editions.

The report lists eighteen fine arts, thirty-two books and fourteen other exhibitions and nine theatre, sixteen concert and 118 lecture tours. Over 2,000 prints of films of British life were sent to sixty-six territories. Records were beaten in Mexico when one and a half million people saw films provided by the Council at an exhibition.

On the financial side the last year, for which complete figures are available, is 1948-49, in which year Parliament voted £3,161,500 for the work of the Council. The net expenditure from public funds amounted to £2,853,758 and in an appendix to the report a detailed analysis of the expenditure for that year is given.

### 100 Years of Submarine Cables

"The coming of the Submarine Telegraph Cable has wholly changed the relations of mankind with each other."

Those words, spoken by an American Ambassador in 1894, are more than ever true to-day when we celebrate the Centenary of the laying of the first Submarine Cable.

The laying of the first cable across the Straits of Dover on the 28th August, 1850, was far more than a scientific achievement. It represented the birth of International Communications and it ushered in a new era of social relations which, in the course of the century, have changed the face of civilisation.

It is this aspect of the Submarine Cable which lends such great importance to the Exhibition which was opened by the Postmaster-General at the Science Museum on the 28th August—exactly one hundred years to the day since the laying of the first cable in 1850.

The Exhibition commemorates the laying of the first cable by the brothers J. W. and Jacob Brett. It illustrates the development of submarine cables and telegraph practice throughout the century and includes many working exhibits.

During the official Opening Ceremony the Postmaster-General declared the Exhibition open by sending a telegram to the Chairman (The Rt. Hon. George Tomlinson, Minister of Education) who was sitting beside him. The telegram was transmitted from

apparatus alongside and travelled right round the world. Within a few seconds it crossed the Atlantic and was received in Montreal. It crossed Canada by land-line to Vancouver from where it crossed the Pacific Ocean to Fanning Island and on to Sydney. It then travelled across Australia by land-line to Corresloe from whence it passed almost instantaneously back to London via the Cocos Islands, Singapore, Colombo, Aden, Alexandria, Malta, Gibraltar and Porthcurno in Cornwall. Within less than two minutes it was received back again in the Opening Ceremony of the Exhibition and handed to the Chairman "declaring the Exhibition open."

### New Lighting for a Famous Public School

Sedbergh School in Yorkshire was founded well over four hundred years ago, and a good deal of modern development has taken place since the latter end of the last century. Recently it was found necessary to carry out large scale re-wiring of the School buildings, and it was decided by the Governors to effect a change-over from the 110 volt. D.C. engine driven generators to public supply. The opportunity was taken to bring the lighting in the teaching blocks up to modern standards, and fluorescent lighting was accordingly installed.

A comprehensive scheme was planned by Lighting Engineers of The British Thomson-Houston Company, Ltd. In all, more than 250 Mazda Fluorescent Lamp



One of the Form Rooms showing New Lighting.

Fittings are used, each housing a single Mazda 80 watt 5-ft. Fluorescent Lamp. A general illumination level of 20/25 lumens per square foot is provided at all working levels, resulting in excellent visual conditions at the desks and on the chalkboards.

A typical form room is shown in the accompanying photograph. Well distributed general light is provided by nine units mounted at 12-ft. from the floor. An angle reflector, again housing a single 80 watt 5-ft. lamp, illuminates the chalkboard. In the main, lighting in all the classrooms follows the same layout, with the lamps "Warm-White" colour almost exclusively. The exceptions are in the Chemistry Laboratory block, where "Daylight" lamps are used over the laboratory benches.

Electrical contractors were Messrs. Wallis and Watson (Proprietors, Green and Smith, Ltd.) of Leeds.

### Institute of Adult Education

The National Institute of Adult Education, which was brought into existence in April, 1949, by the merger between the National Foundation for Adult Education and the British Institute of Adult Education has now issued a report on its first year's work.

Any doubts, it points out, as to how the mingling of the two different traditions of the parent bodies would work out in practice have been well and truly dispelled, and the record of the year's work shows how happily the two organizations have been welded into one.

After tracing briefly the history, aims and objects of the two previous organisations the report says the structure of the new body follows in main lines the broadly based pattern of representation adopted for the National Foundation, and in the merger it was found possible to absorb the staffs of the two bodies with the exception of three who joined the staff of the Arts Council.

On the financial side the report says the income of the Institute is adequate to its present needs but it includes a substantial grant from the Ministry of Education, which as a matter of policy, the Institute Council agrees should be a temporary expedient, and suggestions are made as to possible alternative sources of income should they suffer a loss of the Ministry grant.

Early in the year consideration was given to the future policy of the Institute, and a survey of the functions which form a continuing responsibility of the Institute. These the report lists as follows :

- (a) to provide a centre where enquirers from home and overseas may obtain information and advice and be put in touch with the bodies or persons best able to meet their particular needs ;
- (b) to publish such material, and especially *Adult Education*, as is necessary to provide a regular exchange of information, opinion and experience, and to give publicity to research and experiments of interest to workers in the field ;
- (c) to assist, or sponsor, investigation by individual or corporate members.

In addition to these functions the Institute has undertaken responsibility for an enquiry into the expansion of liberal education in evening institutes and colleges of further education. This is a work of first importance and is one upon which the Institute, by its representative character, is uniquely placed to speak. Preliminary work, upon which the completeness of the final enquiry largely depends, is being carried out by a group of Institute members drawn from its many sides.

A secondary enquiry, upon which material could now be gathered with a view to later, more extensive study, was recommended for attention. The subject for this enquiry is the contribution of museums and art galleries to adult education. Collection of material relevant to this enquiry is proceeding.

In a general summing up the report says the year under review has been much occupied with adjustments following the fusion of the British Institute and the National Foundation. Accommodation difficulties, involving four removals, have been a handicap. Nevertheless the day-to-day work of the Institute has been continued without a break ; projects bequeathed

by the parent bodies have been developed and completed, new projects initiated, and lines of policy determined that offer hope of much constructive work in the future. In this the Institute has commanded goodwill from outside its membership and co-operation and devoted support from within.

### New Director of the Science Museum

Mr. George Tomlinson, the Minister of Education, on the recommendation of the Civil Service Commission, has appointed Dr. F. Sherwood Taylor as Director of the Science Museum to the vacancy created by the death of Dr. Shaw. He will take up his duties on October 1st next.

Dr. Sherwood Taylor has been, since 1940, Curator of the Museum of the History of Science at Oxford. His age is fifty-two. He was educated at Sherbourne School, at Oxford University (Lincoln College) and at University College, London. He gained a Ph.D. in 1931 for a Thesis on Greek Alchemy and has published several books on the History of Science. He is Honorary Editor of *Abbix*, the Journal of the Society for the Study of Alchemy and Early Chemistry. He is also Honorary Assistant Editor of *Chymia*. He was Assistant Lecturer in Inorganic Chemistry at Queen Mary College, London, from 1933 to 1938.

**Dr. Maria Montessori**, the world famous authority on child education celebrated her eightieth birthday on August 31st, at her home at Perugia.

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## International Conference of Youth Hostels Federation

Speaking at the Twelfth International Conference of the Youth Hostels' Federation at the Bonar Law College, Ashridge, Tring, Sir John Maud, Permanent Secretary of the Ministry of Education, welcomed on behalf of His Majesty's Government the representatives of over twenty countries who were attending.

Sir John said that he saw three great virtues in the contribution of the Youth Hostel movement to society to-day. First, it encouraged young people to enjoy themselves and take their holidays actively in a world where leisure time was being spent ever more and more passively. Secondly, through a movement involving groups of people it led young people into the country where they could be alone, away from the masses in the towns where they spent the rest of their lives. Thirdly, by making it possible for young people to travel to other countries and learn about other peoples and cultures it would make the adults and the fathers and mothers of tomorrow internationally conscious and ready to play an understanding and responsible part in world society.

He congratulated the Youth Hostels' Association warmly on its twenty-first anniversary and paid tribute to personalities in the movement, particularly Herr Richard Schirrmann, founder of the original Youth Hostel movement in Germany, and Mr. E. St. John Catchpool, Secretary of the Youth Hostels' Association since its foundation, and also President of the International Youth Hostel Federation since 1938.

### "Need we go Hungry?"

Dr. Charles Kellogg, Director of the Soil Survey Division of the United States Department of Agriculture, writing in a new Unesco pamphlet, "Need We Go Hungry?" states that scientific evidence leads to the view that the world has enough resources for its food supply, provided modern methods are used generally for systems of sustained production.

Dr. Kellogg adds that the soil problem appears to be manageable, but that what is more difficult is the development of programmes for technical and general education; health; scientific exchanges; and for balance between agriculture and industry, and for the other necessary improvements to achieve good living standards.

The pamphlet is the latest of a series of background handbooks on the Unesco Food and People campaign which is aimed at informing the peoples of the world of the two related problems of the growth in world population and the strain on the world's food resources now and in the future.

**Middlesex Students** who are known to be entering on their University career this Autumn have been invited to meet the Chairman of the Middlesex Education Committee on September 20th, at the Guildhall, and to hear an address by Mr. J. F. Wolfenden, C.B.E., Vice-Chancellor of Reading University.

**The County Medical Officer for Herefordshire** in his annual report last month issued a warning that the school medical service is in danger of breaking down. Already routine inspections of children's teeth are being drastically cut, he says, since there are not enough dentists to treat defects found.

## FILMS AND FILM STRIPS

### GAUMONT BRITISH FILMS

**Po River Valley** (F4695). (N. Italy).

**Farmer Fisherman** (F.4690). (Norway).

**Horseman of the Pampa** (F.4691). (Argentine).

Running time : 20 minutes each film.

These three films are part of the Peoples of the World Series, and as a background to geographical teaching they are excellent. In each case, the life of a typical resident of the area is used as the framework on which the film is built. The photography, particularly in the Norwegian film, is first class. Children who are shown these films after formal lessons on the areas, should have a good idea of life there. The one small defect is the commentary, which is a little difficult to follow.

### COMMON GROUND FILM STRIPS

**CGA 476—Labour and Employment.**—The second in the series—Introduction to Economics—continuing the factors of production. The strip consists of a well balanced mixture of photographs and statistical diagrams. The author, G. D. H. Cole, has brought out the points so clearly in the script that the fundamentals can be understood without reference to other text-books. The way has been very well paved for the more difficult aspects of the subject to follow in later strips. Intended for higher classes of Secondary Schools, Technical Schools, and adult classes. 38 frames.

**CGA 281—Pig Keeping.**—As in previous strips in this series intended for Young Farmers' Clubs and others, the pictures shown are intended to promote discussion and practical application. The opening frames deal with various breeds; subsequent frames deal with housing and feeding at some length, attention to detail, and the finished product—division of the pork carcass, etc. 38 frames.

**CGA 568—First Impressions of France.**—The second strip in the French Language Series, intended to convey the atmosphere of the journey to Paris, via Newhaven and Dieppe, and to show some aspects of Paris life. The script provides a useful vocabulary and questionnaire in connection with each frame. The inclusion of frames showing road signs, postage stamps, and French currency, provides a valuable addition for the would-be traveller. 44 frames.

**FB 629—Lino Cutting.**—A FRALEX STRIP, distributed by Common Ground. This strip, essentially practical, not only gives the handling of tools and the correct method of procedure, but shows methods of tackling different kinds of work, and the approach of different personalities to the craft. The importance of good technique is well brought out in the many well-chosen examples of beginners' work which provide more than half the 42 frames of the strip.

**EA 600-001—Movement and Energy, Parts 1 and 2.**—These EPIC STRIPS, distributed by Common Ground, are the first two of a series of six intended to show in a simple way some of the fundamentals upon which a general knowledge of science can be built. They will be of interest to grammar schools, technical colleges, and suitable for lectures to adults. It is obvious that much care has been taken in the preparation of the diagrams which will prove of great help in understanding the fundamentals. Part I deals with



*... it was a very interesting talk. I read it afterwards in*

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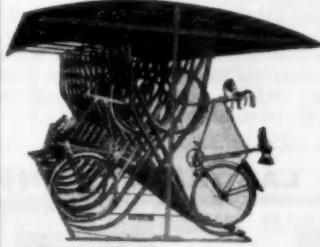
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### For the Blind New Development in Talking Books.

Speaking at Newcastle last month, Sir Ian Fraser, M.P., Chairman of St. Dunstan's, referred to research work now in progress which, he said, if successful might make it possible to have magnetic tape records of a complete book for the blind which would run uninterruptedly for ten or fifteen hours.

The aim, we understand, is to enable blind people to pick up a "book," read a few chapters, and revert to it later by simply switching on or off.

At the present time the blind have what are called "talking books," consisting of volumes of 12-unit disc records. These records are made on the micro-groove principle. By being run at twenty-four revolutions a minute instead of seventy-eight for ordinary gramophone records they continue for about twenty-five minutes.

### Death of Philip Linklater

Three weeks after retiring as second master at Sloane School, Chelsea, Mr. Philip Linklater died from heart attack at his home at Queen Anne's Gardens, Chiswick. Born at Watford, Herts., he began his teaching career in 1903. He went to Sloane School in 1920 where, for the past thirteen years, he was second master.

His leisure time during the past few months was devoted to working on the second edition of his French dictionary, *Mon Premier Dictionnaire Français* which, published last year by the University of London Press, Ltd., has sold nearly 20,000 copies. He planned to devote his retirement to the preparation of new books.

## BOOK NOTES

**Joint Consultation and Responsibility in Modern Industry**, by Joseph I. Roper. (Workers' Educational Association; 2s. net.)

The trade union movement has reached a turning-point in its history. Although constant vigilance is doubtless still necessary, the trade unions have very largely won the battles for which they were originally formed. This great movement has now to decide whether it shall next turn its attention and how it shall use its tremendous power. One answer might be direct intervention in politics—indeed, there have been times of late when the T.U.C. has almost assumed the role of a Fourth Estate of the realm. A better solution would be for the trade unions to concentrate on tackling the internal problem of establishing a new and acceptable authority and control in industry to replace the outworn dictatorship of the employer armed with the "sanction" of the sack.

In this Study Outline for trade union students, Mr. Roper endeavours to map out the road towards this new industrial democracy. The task of the trade union movement, as he sees it, is "to create throughout industry, without weakening any of the tested defences, the institutions and the spirit that will call every trade unionist to his best level of service and will bind the unions to the well-being of the whole nation."

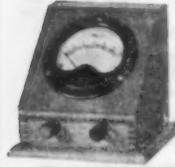
A study outline which should prove valuable and stimulating not only to trade union students but also to discussion groups generally and to the private reader concerned with one of the most urgent problems of our time.—E.F.C.

**Who were the Students?** By W. E. Styler. (National Institute of Adult Education; 2s. net.)

Although there are certain subjects—for example, psychology and current affairs—which have proved generally attractive to adult students for many years, those responsible for organizing courses for adults have hitherto worked very much on the trial and error principle. Where it is felt that a class might be successful, or where there is a demand for a particular class, the custom has been to "put it on" and see what happens. One has known an apparently attractive course on, say, "Law for the Citizen" fail to enrol more than four or five students, while a course of logic, included in the prospectus as a "long shot," has drawn more than fifty enthusiasts. It has been, at best, a chancy business. There is, therefore, real

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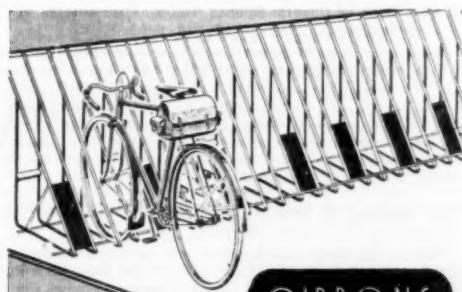


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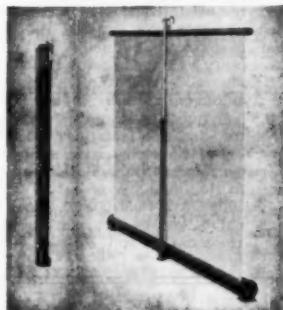
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value in having some reliable statistics, based on scientific enquiry, which will throw light on the relative popularity of subjects among students grouped under age, occupation, type of educational background, and the like.

The pamphlet "Who were the Students?" gives, with comments and tentative conclusions, the results of an enquiry carried out during the sessions 1947-8 and 1948-9 among selected groups of adult students in the Extra-Mural area of the University of Manchester. It does not pretend to be more than a modest venture in this new field of research, but is undoubtedly a most interesting one. Local authorities, on whom now rests the responsibility for seeing that adequate adult education facilities exist in their areas, will find it most helpful in anticipating and meeting demand. Good tutors and suitable accommodation are both scarce, and it is important that available resources should be used to the best advantage. We shall be interested to hear how far the findings in Manchester are reflected in other parts of the country, in the London and Birmingham areas, for example.—E.F.C.

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**A Text Book of General Science** Vol. I., Part I. By H. S. Shelton, B.Sc. (Allman : 3s. 3d. net.)

This is the first instalment of a course in general science which, when completed, will include the physical sciences and biology. The material is arranged under topics—water, air, coal and wood, nitrogen and soil, acids and alkalis, etc. The course is intended primarily for the upper forms in the secondary modern schools, and there is a sensible endeavour to relate the material studied to the practical world outside the classroom.—E.F.C.

\* \* \* \* \*

**The Teaching of Modern Languages.** (Incorporated Association of Assistant Masters ; 10s. 6d. net.)

This is the second of the post-war series of memoranda on the teaching of the main subjects of the curriculum issued by the I.A.M. It offers a comprehensive survey of present theory and practice in the teaching of modern languages, with a wealth of practical suggestions for the teacher anxious to develop, improve or revise his technique. Like its predecessor of 1929, the present volume will clearly become a standard work of reference for language teachers. Compiled by a representative team of practising teachers, it avoids both dogmatism and abstract theory—though the style is a little heavier than one could wish from those engaged in teaching others to write. The book is well indexed for quick reference and there is an excellent bibliography. A "must" for the Staff Room library and the language specialist's home bookshelf.—E.F.C.

\* \* \* \* \*

**Looking and Doing,** by Olive Garnett. (Basil Blackwell ; 4s. net.)

It is a truism of educational technique that the best way to induce children to learn is to link up the learning process with their natural interests. But the application of this truth is not always so consistent in the books designed for primary school children as it might be. Miss Garnett's introduction to geography—Book One of the Discovery Books—is a refreshing exception. As she remarks in her helpful Preface for Teachers, the book is not to be lightly skimmed. There is plenty of work here for a full year, with chapters on the seasons to be taken at the appropriate time, suggestions for "things to do," and above all, the pictures—pictures full of varied interest. Throughout the book, with a delightful "by the way" air, first one piece and then another is fitted into the mosaic of geographical knowledge. The child who has gone steadily through will have laid a sound foundation for later, more formal, study. A book all teachers of eight year olds should see.—E.F.C.

\* \* \* \* \*

**Coal,** by A. P. Young, O.B.E., M.I.E.E., M.I.M.E. (George Gill).

Reading matter for the more intelligent boys in the upper forms of the secondary modern school is not easy to come by. The demand is for the book which, while keeping a firm hold on the matter-of-fact interests of the pupils, does not altogether lose sight of wider cultural values. This study of coal and coal mining, the first in a "World of Industry" series, admirably satisfies both of these requirements. It contains a factual account, fully illustrated by pictures, diagrams and tables, of the mining and manifolds uses of coal. And behind the facts is the clear implication that to be associated with this great industry is to be doing worth-while work of the highest importance to the nation. A book which the boy with practical leanings and a good average intelligence can get his teeth into.—E.F.C.

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## Out-of-Turn Release of Students from Forces

Administrative Memorandum No. 351 (23rd March, 1950), covering a Memorandum of Guidance to Vice-Chancellors, Principals and Head Masters, setting out the arrangements for deferment of students in the academic year, 1951, contained a statement that there would be no arrangements for out-of-turn release from the Forces in 1950.

In view of the extension of the period of National Service from eighteen to twenty-four months, the great majority of men from the Services intending to start courses of full-time study this autumn will have completed their periods of whole-time national service before this extension takes effect. It is, however, recognized that it would involve exceptional hardship if such a man, because of this extension, had to postpone starting his studies for a whole year. It is, therefore, intended to make arrangements for the release from the Services on completion of eighteen months service of any men who had made arrangements to start certain courses of full-time study this autumn who may be affected by the change. These arrangements would apply only where—

(a) The intending student was called up for service not later than 7th April, 1949, and would, therefore, but for this change, have been released in time to start his studies this autumn;

(b) The proposed course of full-time study is at a university, a medical, dental, veterinary, agricultural, theological or technical college, or other institution of Further Education, and is for a University Degree, a Higher National Diploma or a qualification of not lower standard; or is at a college or centre for the training of teachers, recognized by the Ministry of Education or the Scottish Education Department, or at a university department of education, for a normal course of training for teaching.

(c) The intending student can produce satisfactory evidence to show that a place has been reserved for him this autumn.

It is intended that Service Orders should make it known that any intending student who satisfies these conditions may make application through the normal Service channels for release on completion of eighteen months' service. It is, therefore, to be expected that universities, etc., will receive requests to furnish the evidence mentioned in (c) above; otherwise no action is required of them.

**One hundred and four teachers** left this country last month for America under the exchange scheme by which British teachers fill posts in various types of American schools in exchange with a similar number of teachers from the United States who fill the places of the teachers from this country.

## GRAMOPHONE REVIEW

**Beethoven, Sonata in C minor, Op. 111 (Solomon).** H.M.V. C4000/3. This is a magnificent performance and recording of a noble work. The last of Beethoven's piano sonatas, it consists of two movements, the first an allegro full of conflict, and the second a series of variations on a serene and lovely theme whose other-worldliness recalls his last quartets.

**Beethoven, Quartet No. 11 in F minor, Op. 95 (Schneider-Han Quartet).** Col.LX8727/8 (autos only).—The Schneider-Han Quartet brings to this turbulent and dramatic work both the vigour and the beauty of tone it requires. The emotional and musical content of this short quartet is such that one is amazed to find it only takes up two 12-in. records. At times the pace seems rather too fast, but in general the performance is excellent.

**Bach, Passacaglia and Fugue in C. Minor** (Geraint Jones). Recorded on the organ of Martin und Nicolaikirche, Steinkirchen, H.M.V. C7790/1 (autos only). (On the Special List).—The quiet opening theme of this Bach Passacaglia and Fugue grows steadily and inevitably into a towering structure of sound, like a great oak arising from an acorn. Geraint Jones' playing and the recording are beautifully clear, and students in particular will find this set invaluable.

**Mehul, Overture "Les Deux Aveugles de Tolède"** (Royal Philharmonic Orchestra conducted by Sir Thomas Beecham). (H.M.V. DB.21084).—Tuneful and polished is the overture to Mehul's "Les Deux Aveugles de Tolède," and we are treated to some neat playing, particularly by the woodwind. A most enjoyable record.

**Music for young Children.** (H.M.V. B.9941/2).—"La Nursery" (Inghelbrecht). (a) Petit Papa. (b) Les Chevaliers du Roy. (c) A mon beau Chateau; (H.M.V. B.9941). In Memory of a Hero (Rauchverger), A jumping Game (Shishov). In Memory of a Hero (Rauchverger), A Joke (Kabalevsky) (H.M.V. B.9942). "La Nursery" (Inghelbrecht). (a) Biguette. (b) Ballade du Petit Jesus. (c) Une Poule sur un Mur. Les Anes (Grovez). Le Menage a Vaupur (Henri Sauget).

This set of charming short pieces for children, some of which are based on French folk songs will certainly be useful to teachers, as well as to students of orchestration. I particularly liked the descriptions of the hen on the wall and of the donkey, which would appeal to the very youngest children.

**Border Ballads** (Columbia DX.1673). Thomas the Rhymer. The Unquiet Grave; A Lyke Wake Dirge.

These readings of Border Ballads are part of the Anthology of British Poetry which is being issued under the general editorship of Patric Dickinson and in conjunction with the British Council. The Ballads are the anonymous folk poetry of the Scottish border country, where they were handed down by word of mouth from generation to generation. They are haunting poems of magic and enchantment, and of death, and they are read simply and well by Ian Stewart, the well-known broadcaster.

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For general cleaning, 'Lissapol' is used in the normal way, in a bucket of water with a mop, cloth or brush, but its high concentration—a few drops are ample for most purposes—makes it exceptionally economical. 'Lissapol' is simple and speedy, it

dissolves *instantly*, even in cold, hard water, forms no scum to leave smears on glossy surfaces—which dry very rapidly after washing—and it does not produce excessive foam.

Versatile and completely harmless, 'Lissapol' is effective wherever water is used for cleaning—on upholstery, floor coverings and leathercloth, as well as for china, glass, floors, walls and paintwork.



### **'Lissapol'** CONCENTRATED LIQUID CLEANSER

*in various grades*

Full details are available from any I.C.I. Sales Office

IMPERIAL CHEMICAL INDUSTRIES LIMITED

LONDON, S.W.1

